

## Time

### Topic

Telling the time

### Learning outcomes

Develop and practise:

- vocabulary: time words, various actions
- structure: present continuous
- curricular work: telling the time
- integrated skills: listening, speaking, reading, writing

### Age/ Level

Aged 9–12 years (CEFR A2)

### Time

100-110 minutes. This could be done over two lessons

### Materials

- Presentation
- Clock template on card (either copied on card or glued onto card) x 1 per child
- Paper fasteners (sometimes called split pins) x 1 per child
- Story – One moment around the world: <https://youtu.be/fMf42wyOulE?si=yrJZ5WEvZZ3xHK-n>

### Introduction

In this lesson, learners will be introduced to telling the time in English. They will practise telling the time with a variety of activities, and will make their own clock. They will then watch a story about children around the world doing different things at different times. Finally, they will practise using the present continuous to describe their actions and other children's actions as they mime.

### Procedure

#### Before the lesson

- Make a craft clock to show the children and use as a teaching clock
- Have the templates and paper fasteners readily available
- Make sure the story is set to play.

<b>1. Introduce the topic (5 mins)</b>	<ul style="list-style-type: none"> <li>Point to the classroom clock and ask learners 'What's the time?' If possible, do this on the hour, so that only a simple 'It's x o'clock' is required. Otherwise, help learners with the answer and don't worry about accuracy at this stage.</li> <li>Use a teaching clock, <b>slide 2</b>. Review the numbers one to twelve by counting the numbers on the clock face.</li> </ul>
<b>2. Mexican wave (5 minutes)</b> OPTIONAL	<ul style="list-style-type: none"> <li>Assign all learners a number between 1 and 12. Ask them to raise their hands in the air when you say their number.</li> </ul>
<b>3. Telling the time (15 mins)</b>	<ul style="list-style-type: none"> <li>Now use the clock to teach the time. Depending on your learners, you might like to limit them to 'x o'clock', or 'quarter past', 'half past' and 'quarter to' as well, or the full range with 'x past' and 'x to'.</li> <li>Display <b>slide 3</b>. Point to clock 1 and ask learners which words match clock 1.(c)</li> <li>Put learners in pairs to match the other clocks with the correct time. <b>Answers:</b> 1C; 2A; 3D; 4B</li> </ul>
<b>4. Craft activity (20 mins)</b>	<ul style="list-style-type: none"> <li>Show learners a clock that you have already prepared and explain that they are going to make their own. Give them the clock craft worksheet and scissors. They cut out the clock</li> <li>When they are ready, carefully help each learner make holes in the clock and the hands, before giving them a paper fastener to assemble the clock.</li> <li>Ask learners to think of five different times and to draw them in their notebooks.</li> <li>In pairs, learners should read the first time in their notebook to their partner. Monitor and support.</li> <li>Their partner has to listen and make the time on their clock. Then they show their clock to their partner, who checks they are correct. Learners continue until they have said all of their five times.</li> </ul> <p><b>Note:</b> This could be the end of lesson one</p>
<b>4. Time test (10 minutes)</b> OPTIONAL	<ul style="list-style-type: none"> <li>Demonstrate the activity. Hold up your clock and ask learners 'What time is it?' Nominate learners to answer. Drill the question</li> <li>Learners work in small groups. One child plays being the teacher with their craft clock. After 2 minutes ask them to change roles so another learner becomes the teacher.</li> </ul>
<b>5. 24 hour clock (10 minutes)</b>	<ul style="list-style-type: none"> <li>Briefly show the children how the 24 hour clock works. Write on the board:14.00</li> </ul>

	<ul style="list-style-type: none"> <li>• Elicit what time it is. Give prompts: Is it the morning or afternoon? It's 12 plus ___?</li> </ul>
<b>4. Story (15 mins)</b>	<ul style="list-style-type: none"> <li>• Tell learners they will watch the 'One moment around the world'. Stop the story at each place and ask learners to mime the action each person is doing. This will help learners to memorize the actions.</li> <li>• Play the story again. Stop at 0.05.</li> <li>• Elicit from learners what time it is in London. Write this on the board.</li> <li>• Pause between each place to allow time for learners to calculate the new time based on the time difference. Check with learners which country each person is in.</li> <li>• Display <b>slide 4</b>. Ask learners to copy the sentences into their notebooks.</li> <li>• Put learners in pairs and ask them to write in any numbers they remember.</li> <li>• Play the story again and ask learners to complete the sentences</li> <li>• Check the answers on <b>slide 5</b>.</li> </ul>
<b>5. Present continuous (20 mins)</b>	<p><b>Note:</b> This is a review activity, so learners will need to be familiar with some of the actions already. See Appendix 1 for the actions mentioned in the story.</p> <ul style="list-style-type: none"> <li>• Practise doing some actions by saying some of the sentences from the story, e.g. 'He's watching TV' and asking learners to mime the action.</li> <li>• Play a 'backs to the board' game. Divide the class into two teams and ask one person from each team to sit or stand with their back to the board. They mustn't turn around. Write one of the sentences from the story on the board. The rest of the teams must mime the action and the first learner with their back to the board who guesses the sentence is the winner.</li> <li>• Now ask learners if they can suggest any other sentences, e.g. 'He's playing the guitar' and write some of their ideas on the board, correcting if necessary. Highlight the form (is/'s +ing). Change some of the sentences into 'You ...' and ask the learners what they need to say instead of 'is' (are/'re). Drill the examples.</li> <li>• Learners can now work in small groups. One learner mimes an action, and the other learners in the group have to guess the sentence: 'You're playing the guitar.'</li> <li>• Finally, ask learners to complete exercise 4 from the story activity sheet. They have to draw a picture of themselves at that moment, and then write about it, saying what the time is, where they are and what they are doing.</li> <li>• For a more challenging activity, ask learners to think of a time when everyone in their family is at home. They should draw a picture of their house and draw the members</li> </ul>

	of their family in different rooms doing different activities. Then they can write about their picture, saying what each member of their family is doing at that time.
<b>6. Round off activity (5 mins)</b> OPTIONAL	<ul style="list-style-type: none"> <li>• For fun, ask learners to get their craft clocks out and practice the Time Test again (stage 5)</li> </ul>
<b>7. Setting homework (5 mins)</b>	<ul style="list-style-type: none"> <li>• Learners can watch the story again at home,</li> <li>• You could also ask them to bring in some photos of themselves to talk about next lesson, for example 'In this photo it's about two o'clock in the afternoon. I'm swimming in the sea on holiday.'</li> </ul>

### Contributed by

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### Appendix 1 – Actions from the story

- Watching TV
- Playing football
- Having a maths lesson
- Having breakfast
- Playing basketball
- Doing homework
- Brushing teeth
- Reading a comic
- Sleeping